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ABSTRACT

In 1979, Stark Technical College (STC) in Canton, Ohio, launched the Project for Academic Excellence (PAX) with the overall objective of identifying minority elementary and junior high school students of at least average ability and motivating them to prepare for higher education. During the academic year, PAX operates two 10-week Saturday School sessions for students in grades 3 through 9, emphasizing the basics of math and science, communication skills, self-awareness, and multicultural appreciation. Current enrollment is between 75 to 100 students per session. A Summer Institute, with classes in science, reading, math, and study skills, was initiated in 1982, with enrollment limited to students in grades 7 through 10. The broad goals of PAX are to prepare black youth for technical and professional jobs and to prevent juvenile delinquency through development of a positive self-identity. PAX instructors, comprised largely of STC faculty, work on a volunteer basis. All program staff are encouraged to develop an understanding of black culture through recommended readings and by attending cultural events. Another summer program, STRIVE (Study, Think, Investigate, Volunteer, and Excel), was initiated by STC and a local community association. The program includes instruction in math, science, speech writing, black history, and self-esteem, as well as a college-experience segment and a tutor training component. Appendixes include student and teacher applications, promotional materials, home study guides, evaluation forms, class schedules, and budget tables. (PAA)

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Preparing Minorities for Technical Higher Education.

by

Dr. Dale A. Young

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PREPARING MINORITIES FOR TECHNICAL HIGHER EDUCATION

By Dr. Dale A. Young*

Students At Risk

The publication of the National Commission on Excellence is just a part of the current literature calling both professional educators and concerned leaders in every realm of life to a crusade for educational reform. "Our nation is at risk. Our once unchallenged preeminence in commerce, industry, science and technological innovation is being overtaken by competitors throughout the world" (Chronicle of Higher Education 17).

Part of what is at risk is the promise first made on this continent:

> All, regardless of race or class or economic status, are entitled to a fair chance and to the tools for developing their individual powers of mind and spirit to the utmost. This promise means that all children by virtue of their own efforts, competently guided, can hope to attain the mature and informed judgment needed to secure gainful employment and to manage their own lives, thereby serving not only their own interests but also the progress of society itself. (18)

The 1980's has been a season for highlighting the educational incompetences of America's largest racial minority, the Black inner city pupil. Concurrently, there has been an increase in unemployment, welfare dependent families and escalating social disintegration (STRIVE I 1).

Coretta Scott King, the widow of Martin Luther King, Jr., made this observation:

> Joblessness is a cancer eating away at the black community, destroying our hopes, our aspirations and even our most valuable

> asset, our youth. While experts talk about the economic recovery, I see the gains of the last two decades being washed away in the aftermath of recession. (qtd. in Minority Education 72)

The enrollment trends of black students have not been encouraging. At virtually every age and level of education blacks enroll in school or college at lower rates than whites. The cumulative effects of these differences in enrollment rates reach major proportions by the time of high school graduation. In 1982, only 58 percent of the 18-to-19-year old black population were high school graduates, compared to 75 percent of whites the same age (Enrollment 6).

E. D. Hirsch in his book, Cultural Literacy, points out that "test results show that black students score 35 to 45 percent lower than white students in standardized achievement tests" (Hirsch 111).

> The news hits like a series of bombshells as one suburban school district after another reveals that black children are significantly behind their white counterparts on standardized achievement tests.....whose fault is it that blacks tend to get lower scores? I don't know all the answers to that one. Surely a part of it is the simple fact that those children who come to school already knowing a good deal of what the society deems important to know tend to find it easier to learn more of it. The more you know, the more you can learn. (111)

The literature is replete with illustrations of how minority groups of young people are deprived of "a fair chance" to become equipped with the basic skills necessary for entering institutions of higher education and meeting the

competition of a rapidly changing world. This paper is prepared to illustrate how a two-year technical college responded to this specific community and provided a program for minority students to prepare for entering an institution of higher education, especially for black students who live within the service area of this college.

Expanding Minority Opportunities

Stark Technical College, located in Canton, Ohio, is a two-year state-assisted college which was founded in 1970. The single mission of this institution is to prepare individuals for employment in rewarding career fields as highly-qualified technicians or paraprofessionals. This institution has from its very beginning clarified the concept of technical education as a postsecondary, college-level program of instruction to prepare persons uncompromisingly for employment within a technical speciality area and in support of professional, administrative or managerial personnel. This level of technical education provides a background not only for entry employment, but sufficient for growth and advancement within the selected field.

During the 1977-78 academic year, Stark Technical College was funded by the Ohio Board of Regents for expanding minority opportunities in technical education. The first part of this funded project was focused on educating community leaders concerning the scope and intent of technical education. The second part of the project focused on four discrete tasks to design program models for (1) financial aid, (2) student recruitment, (3) student retention and (4) the adult student (Minority Education 43).

Dr. Norma Marcere, a Black psychologist and academic counselor employed as a member of the student services personnel at Stark Technical College, served as a member of the above community task force. Dr. Marcere agreed with the other members of this community group that 1) too few Black students were enrolled at Stark Technical College at a time when job skills were being upgraded and 2) some specific program should be started to increase the number of Black students enrolled in technical higher education. She disagreed with the recommendation of this study group that a solution to the problem was to intensify the high school recruitment efforts of minorities. Dr. Marcere was convinced that this approach would only increase the enrollment of inadequately-prepared students (STRIVE I 2).

History Overview of PAX

PAX, the Project for Academic Excellence, was designed by Dr. Norma Marcere and launched in 1979 with the aid of a one-year, $35,000 grant from the Stark County Foundation. The Community Task Force study revealed that minorities were underrepresented at institutions like Stark Technical College, primarily because they failed to receive the prerequisite academic preparation during their primary and secondary educational experiences.

The Project for Academic Excellence was designed with the overall objective of identifying minority elementary and junior high school students of at least average ability, stimulating those students to work to their fullest potential and motivating those students to prepare themselves for higher education by attempting more challenging academic work.

PAX sought to implement their goals primarily by means of a Saturday School which operated for 10 weeks in the fall and 10 weeks in the spring for students in grades 3 through 9. From its inception, the PAX curriculum has emphasized the basics of science and math, communication skills, self-awareness, and multicultural appreciation. The curriculum also included enrichment components. These included role model presentations and various field trip experiences. These included attendance at the performance of Dickens' Christmas Carol by the Canton Players Guild, a tour of the Canton Cultural Center and performance of the Canton Ballet, attendance at the Canton Symphony Open House, etc.

For the first three years, the Saturday School was housed in the YWCA of Canton, Ohio. In the fall of 1982, this program moved its Saturday School to Stark Technical College. The college not only provided space for the Saturday classes, but also for the PAX academic office.

PAX held a four-week Summer Institute during July 1982 at Stark Technical College. Classes were scheduled in science, reading, math and study skills and taught by instructors from Stark Technical College. Eligibility for the summer program has been limited to students in grades 7 through 10.

While this special program was designed to serve the needs of minority students (especially blacks), the program over time has become an integrated program. When PAX moved its Saturday classes to Stark Technical College, it began to attract increasing numbers of students from the county. Students came to PAX from more than 40 different school systems.

Teachers for the Saturday School have volunteered their time and services. Several of the PAX instructors currently with the program have been

teaching since the program began. The work of this program could not go forward if it were not for the dedicated service of volunteer teachers and other staff members. Small honorariums and other tangible expressions of appreciation have been given the teachers as the financial resources permit.

Members of the Board of Trustees represent a variety of community organizations. These dedicated persons are to be commended for the time and effort they make to provide guidance and assistance to the program.

At the inception of the program, it was anticipated that continuing sources of funds would come from the community. Several small contributions come from local businesses, foundations, churches and other civic organizations. Since the original start-up grant, the primary source of funding for PAX has been Stark Technical College, which contributed $15,000 annually in addition to a considerable amount of in-kind services (Natalino 3).

Philosophy of PAX

The Project for Academic Excellence would not be what it is today if it were not for the dedicated efforts and caring concern of the PAX founder Dr. Norma Marcere.

After more than forty years experience in the areas of sociology and education, she developed a deep conviction that a special program is needed to supplement the experiences the Black students have in the public schools. Dr. Marcere is convinced that the colleges must intervene in the educational preparedness of students before they graduate from high school (Vision 1).

A report of the Commission on the Future of Community Colleges (April 1988) has confirmed this recommendation that Dr. Marcere articulated so well in June 1978. One of the principal recommendations of the above commission states:

> Community colleges should develop aggressive outreach plans for disadvantaged students, including early identification programs for junior high school students and displaced workers, single parents, and veterans of military service. (1)

A part of the rationale for the PAX approach to academic excellence is based on the awareness that "no single ethnic group in American history has undergone the persistent rejection and denial of profitable employment because of skin color. Thus, a psychological approach-avoidance syndrome has deterred a definitive philosophy of learning and of goal setting. The Black man, unlike some European ethnic groups, has no well-defined philosophy of learning" (1). Remembering the slave labors of his forefathers and having no definitive role in the post-slavery and industrial world, it was natural to emphasize "freedom from" rather than "freedom toward."

A. <u>Administration</u>

The PAX program is a comprehensive plan to create academic minority scholars. It begins with the identification of Black students in the schools at several grade levels. The cooperation of the public school administrators, school counselors and classroom teachers is essential.

PAX is addressing itself to two goals:

1. the preparation of Black youth for technical and professional jobs through academic excellence,

2. the prevention of juvenile delinquency through a positive self-identity based upon academic success and growth.

PAX was designed for minority students by a Black educator/counselor/psychologist. Stark Technical College with the cooperation of the Canton Urban league has supported this special program with a budget allowance, "in-kind" services to test the philosophy of PAX and gather some statistical data. It is known that 95% of all students attending PAX have raised their grades and are studying more seriously than before. Added funds would be needed to:

1. retest every student attending PAX Saturday School at the end of the first year and the third year,
2. follow up with a questionnaire and phone call to every parent (or guardian) of each PAX student.

Some comments given voluntarily by students and parents can not be ignored; however, more research should be used in assessing this program.

Trigonometry In the 10th Grade

_____ was an initial enrollee in the PAX Saturday School. He was a lively seventh grade youth, inquisitive and talkative. his achievement scores at the beginning of the eighth grade were: Reading 8.7, Spelling 8.7, and Math 8.6. One one other eighth grade student scored higher. most were a year and a half to two years lower than this PAX student. This year, 1982, Ken has entered his sophomore year of high school. He phoned us to report that he is the only sophomore in his trigonometry class. He is excited about going into accounting but also wants to consider taking math courses that might qualify him as a math teacher some day.

Studying On His Own

_____ was seven years younger than the youngest of his four sisters and brother. He was always on the outside of the family gatherings of play and study activities. The older children were all scholars. _____ slipped into a D-C

grade bracket at school. His entry scores in seventh grade were: Reading 7.9, Spelling 6.7, and Math 6.3. _____ came to the PAX school reluctantly, but he came out of obedience and thrift. His parents paid tuition and the money was not to be wasted. He enjoyed the self-awareness classes. The writing classes improved his spelling. At the end of the eighth grade, _____ has advanced from the merit roll to the honor roll. He is no longer in the PAX Saturday School, but he is confident he will remain on the honor roll. He is studying on his own.

A Right To Fail or Pass

_____ was a transfer student from a public school to a parochial school. She has signed up for algebra and the receiving school felt that her test scores were too low. PAX intervened. In addition to her enrollment in the Saturday School, we provided a six-week tutorial service. Even with the late arrive in her new school's algebra class, this PAX student completed her course with a "B." She is now a junior in high school with a three-point average.

A Time and a Place To Study

The reports from parents who are fulfilling their contract to provide for home study are numerous. Here is one mother's report of the results that followed her insistence that her children remain at the study table for the full hour. This PAX student who can do his homework in 15 minutes finally decided to read his history as long as he had to study. At school the next day, his classroom teacher gave the class a surprise test. He made an "A." He returned home so excited. He will earn more "As" because of home study.

Without collated statistical data as a basis, any evaluation of the PAX methods must be incomplete. Still, certain points become obvious:

1. that the PAX approach of increasing scholarship through increasing self-esteem has proved to be an important tool in making the student aware of the advantages of achieving,
2. that PAX can be an important support organization for public and parochial schools - most especially in borderline cases,
3. that PAX teaches responsibility and independence, i.e., helping the student to realize that the ultimate responsibility for

achievement--or mediocrity--lies with the student himself rather than with teachers and parents,

4. that PAX can alert parents to very basic and concrete methods of increasing both their child's achievement level and their own involvement in the process of education.

B. PAX Staff and Instructors

The Director of the PAX Saturday School should be a college graduate with courses in education, sociology, psychology and urban studies. The current director is Mrs. Ruby Foster, a Black educator, who served many years in the Canton Public Schools, the last assignment being an elementary school principal. Although the Board of Trustees has not been adamant regarding the graduate degree requirement, additional formal education is an asset for this demanding administrative person. The Director of the PAX program is responsible for:

(1) Recruitment of teachers and students
(2) Community outreach including institutional linkages
(3) Evaluation and assessment of curriculum
(4) Scheduling of parent conferences and meetings
(5) Convene and direct teachers' meetings
(6) Coordinate the fundraising procedure
(7) Coordinate Board of Trustees Committee and direct the Board of Trustee development (Saturday School 9)

The secretary should be a person with a strong business background. This person should be selected because of competent

skills with business machines (especially the typewriter). The ability to use a computer would be an added plus for the candidate for this position. In addition, this position requires special skills for relating to both children and adults (8).

The secretary registers the students as they enter the Saturday School. After the students are assembled, the secretary (with the help of volunteer clerks) phones the homes of all students not present and makes a notation of the results of the home contacts. In addition, the office of the secretary monitors the halls, detaining any student not in class and informing the Director of any distracting behavior of any person in the building (8).

If a computer system is available, arrangements should be made by the Director to enter Saturday School enrollees into the computer. During the week, the secretary shall initiate and thereafter update a file on every pupil and every instructor. These files should be available for the Director, secretary, instructor and any other professional person working with the program (8).

Classroom Instructors

Teachers shall be recruited from college and public school faculty. They may also be recruited among retirees, business persons, college-trained housewives, college students and highly-qualified clergymen. The Saturday curriculum embraces many fields (9).

Personnel

All members of the Board of Trustees, members of the PAX administrative staff and classroom need to participate in this special program with a "feeling" of awareness of the Black experience. This is especially true for the instructors of the Saturday School classes.

Dr. Marcere started the program with the hope of having all staff and personnel represented by many cultural backgrounds. The instructional staff shall be bi-racial and as multi-ethnic as possible. Her philosophy was and is based upon a "missionary" zeal. "Those who have been blessed by God must use their talents to help the unfortunate, the poorest of God's poor" (Saturday School 9). Three of PAX's excellent teachers have been a Muslim, an East Indian and a Korean (11).

Few courses are offered at colleges and universities on the Black culture. Therefore, it is imperative that each PAX volunteer person read, study and intermingle in order to evaluate, challenge and modify his/her stereotyped, naive and erroneous concepts of Black people, their culture and their children. There has been a selected, recommended list available for those who will read in these areas. The reading list includes: Crisis In Black and White by Charles Silberman, The Family In the Black Community by Bishop Lykes, Before the Mayflower by Lerone Bennett, The Ethnic Almanac by Stephanie Bernardo, Black Heritage, Today, Inc., Black Heritage

Bible (King James Version) and Round the Dining Room Table, (a childhood autobiography) by Norma Marcere (15).

Additional experiences recommended for the PAX staff include attendance at Black community activities. "It would be well for the staff to have a dialogue with the Panel of American Women. This panel is composed of a Roman Catholic, WASP and Jew who discuss 'racism as I have felt it'" (9). In some areas the panel includes an Asian, Mexican and an American Indian. At such gatherings individuals may verbalize all the questions they frequently keep to themselves (9).

Classroom Procedures

The PAX program is designed to provide learning experiences to supplement the regular five-day-per-week school experiences. The literature describes the program as a place for students to learn in a non-traditional classroom. This demands special teaching methods.

Each teacher has a lesson plan for moving the group forward to accomplish specific objectives. Although the general goals, objectives and content are outlined for each unit, instructors have unlimited opportunities to be as creative and as ingenious as they wish.

The PAX student expects the classroom to provide much motivation to learn. The school operates at a fast pace because most of the students come to the school with this expectation. Positive reinforcement by the teacher is generous. The students are urged to begin to work immediately after the class is called to

order. The seating in the classroom varies to avoid boredom and monotony. At times two or more students are encouraged to share in a problem-solving process. A 10-15 minute period of oral reading and writing is recommended for every class period (2).

The achievement levels of students should dictate the subject content and skill emphasis in most classes. In math for example, the achievement level of the student will determine that there is a need for drill in the basics before correcting the deficiencies in fractions, percentages and decimals (11).

All the PAX students are to be helped to overcome the fear of tests. It is recommended that each year the students have a unit (4th through junior high), "How To Take a Test," and should be reviewed annually. The upper level student should experience taking tests during the Saturday School schedule frequently (11).

Self-Awareness

One of the essential objectives to be achieved during the Saturday School experience is the improvement of self-image. This is an ambitious goal; but it is an objective required of every instructor, every course, every experience. PAX students should be given many opportunities to help them develop a positive self-concept. The PAX students should develop a positive self-concept. They should feel convinced that they are all unique persons created in the image and likeness of God. The PAX experience must help them to develop an appreciation of their racial heritage (26).

The special self-awareness unit is a psychologically-oriented unit designed to help students understand themselves and their particular life situation (26).

Self-awareness is an approach upon which to establish a base for minority students to understand themselves and their environment. This is a base to use for introducing the student to their ethnic history, literature, art, music, religions and philosophies of their cultures with those of other ethnic cultures in the total picture of human accomplishment. Motivation toward quality education, productive careers and community involvement are major themes of this unit of study (27).

Self-awareness is based upon the psychological concept that every individual has a right to know: who he is, where he is, how he got there and where he is going. This psychological approach will emphasize introspection, investigation and deliberation. The immediate outcomes should be:

(1) Better self-understanding

(2) Better relationship with parents and peers

(3) Consideration of positive life goals

(4) A resolve to be a positive force in the life process of becoming.

Teaching Materials

The curricular emphasis of this special program is the improvement of self-image through greater success with skills in writing, reading, spelling, expression, math, etc. An essential

part of this effort is the contribution made by dynamic, creative, skilled teachers who use the following teaching materials: daily newspaper, world maps, dictionary, Bible, blackboard and other materials which challenge the minds of these students. Students are introduced to the Learning Resource Center and encouraged to use the books and audio visual aides to enhance their knowledge.

The STRIVE Program

Stark Technical College and the Association for Better Community Development of Canton have, in an effort to encourage minority academic achievement, developed an Educational and Career Preparation program called STRIVE. STRIVE is an acronym for Study, Think, Investigate, Volunteer, and Excel. This is a summer program held on the Stark Technical College campus for junior high students. This program lasts four weeks (STRIVE I 40).

The purpose of STRIVE is not to teach in a short summer term what the schools teach in one or two semesters. Neither does STRIVE attempt to make experts of these students in specific subject areas. STRIVE aims to introduce students to a unit of thought and discovery in new or advanced topic areas that will:

(1) whet their appetite for more knowledge

(2) remove their fear of an unknown topic

(3) encourage students to make an effort to set goals

(4) determine the need for tutorial instruction in the basics of math, science and the communication skills (26).

STRIVE is an intervention program. It is designed to help students move smoothly and purposefully into senior high. STRIVE curriculum is addressed to

those factors in the poor and minority environment that contribute to school dropouts, low academic achievement and college and university unreadiness.

It is at the junior high age that several things happen to youth:

(1) They are anxious to earn their own money.

(2) They, without parental or counselor guidance, choose the easiest, minimum-required senior high subjects.

(3) Negative peer pressures outweigh their concern to meet positive adult role models.

(4) They make mistakes in morals and citizenship judgments that ruin or disrupt their lives.

(5) They may view grades as unimportant and even develop a negative attitude toward those who earn high grades. (40)

STRIVE incorporates the thinking, research and actual experiences of those who have worked with youth. STRIVE implements the Career-Education Paradigm outlines in Dale Parnell's book, The Neglected Majority. It also incorporates successful factors of the PAX program, endorsed and supported by Stark Technical College when Dr. Norma Marcere, founder and director, was employed as an admission's counselor of the college. (40)

The STRIVE program provides for a highly-structured classroom environment where there are one and a half hour class sessions taught in math, science, speech writing, Black history, self-esteem, etc. Most units are followed by one hour of supervised study. This program is held on the Stark Technical College campus (11-13).

The specific objectives outlined in the literature include:

(1) . . directs the teenager to see himself/herself as a unique, intelligent miracle worthy of setting high goals for a productive life.

(2) . . is designed to prevent the teenager from becoming the victim of an environment that rejects academic excellence (egg heads) and scorns obedience to authority.

(3) . . insists that each student become involved in volunteer responsibilities in the home, neighborhood, school and the larger community as a prelude to job readiness.

(4) . . will teach and demonstrate habits of study, oral expression and self-discipline leading to academic excellence.

(5) . . seeks to introduce the teenager to the scientific and technological world of work. . .widening the horizons from a few jobs to several hundred. (41)

STRIVE II is a three-week summer dormitory/collegiate experience scheduled for Walsh College (42).

Walsh College is an independent, coeducational, Catholic liberal arts college located (five miles from Stark Technical College) in Canton, Ohio. This college believes strongly in the desirability of a small school in which academic excellence can be fostered through close student/faculty interaction.

Each summer program is followed by an eight-month program of parent/family seminars and monitoring of school progress. ABCD (Association for Better Community Development) directs this phase of STRIVE. These summer

school curricula are directed by Ms. Margaret Hawkins, a counselor in the Student Services Department of Stark Technical College (53).

Students enrolled in STRIVE III are used to serve as volunteer class aides and tutors. They attend six one-half day seminars on financial aid, scholarships, college testing and college selection. These students are also candidates for part-time employment in private companies (42).

Long Range Planning

The PAX Saturday classes and the STRIVE programs address three areas which limit the achievement of minority students: basic skill development, self-awareness/self-esteem and cultural education. The testing program started by Dr. Norma Marcere reinforced the need to start special programs for Black students early in their school experience because many black students start to lose ground academically and motivationally during or soon after the fourth grade.

In 1985, the PAX Saturday classes were moved to the Canton Urban League building which is located in south east Canton nearly seven miles from the Stark Technical College campus.

Two 10-week sessions are scheduled for children in grades 2-9 during each academic year with enrollment from 75 to 100 students per session.

The PAX Board scheduled a series of retreat sessions to reexamine the rationale for the program, the community need, and the program objectives and implementation. During these special sessions, the Board reaffirmed the commitment to PAX and began a long range planning process.

In terms of program objectives and implementation, the Board recognized that "doing business as usual" was barely sustaining the program let alone allowing it to expand to meet the documented community need. The Board responded with specific, defined goals and objectives. Five goals with three-year objectives form the core of the PAX long range plan:

Goal (1): Expansion of the volunteer base of teachers

Specific Objective: Expand teacher base from 12 to 24.

Goal (2): Expand the program in terms of number of participants and level.

Specific Objective: Increase enrollment of each session from 100 to 150 and add grade level one.

Goal (3): Locate a permanent facility to house the Saturday School Program.

Specific Objective: Rent space for the Saturday classes from an institution that has appropriate accommodations located in an area accessible to a large number of minority students.

Goal (4): Establish institution linkages with education institutions in the community.

The success of the PAX program is dependent upon the close cooperation of the teachers and administrators of the public and parochial schools of the area. Currently, Mrs. Paralee Compton serves as a member of the PAX Board and also assists the Director of the Saturday school with the teacher meetings and the special workshops organized for parents of students enrolled. Mrs. Compton is Director of Instruction and Staff Development (K-12) for the Canton City Schools.

Goal (5): Enrich the PAX Program to better meet the needs of students.

Specific Objective: Increase the number of cultural enrichment programs for each 10-week Saturday program and update the curricula of all the programs.

The Board is committed to strengthening the foundation of the PAX program through outreach and more aggressive fundraising. However, the long term viability of the program either in its current format or revised version is dependent on the community-at-large.

A community-wide strategy is needed to ensure that all students are educated and employable in years to come. The PAX program alone cannot save our at-risk youth. More resources and programmable thrusts by multiple institutions are essential to avoid losing large numbers of the next generations.

While we await community mobilization, PAX is one program addressing a critical need in our community. Transition funding is needed to maintain and strengthen PAX while a community-wide plan is devised and implemented.

Conclusion

Stark Technical College is located in Canton, Ohio. The 1980 census reported a total population of 10.7 million people in Ohio--an increase of about 125,000 since 1970. Ohio's Black population increased by 11 percent between 1970 and 1980 while its white population declined by 0.2 percent. In 1980, the racial/ethnic composition of Ohio's population was 88.9 percent Caucasian, 9.9 percent Black, 0.1 percent American Indian, 0.4 percent Asian, 1.1 percent Hispanic and 0.5 percent "other races" (Agenda for Ohio 10).

Ohio's mean family income in 1980 was $23,301; the poverty level was $8,414 for a family of four. Ten percent of Ohio's families were below the poverty level in 1980; 15 percent were in 1983. Approximately three-fourths of Ohio's poor were white; one-fourth were Black. Eight percent of all white households were below the poverty level, while 27 percent of all Black families were poor (10).

One of the major factors causing poverty (aging population and structural economic change are the other two) is the single-parent household. The fasting growing segment of Ohio's poor are households headed by single females--31 percent growth from 1970-1980. Almost half of the poor families in 1980 were headed by single females; among poor Black families, two-thirds were headed by single females (10).

The increasing prcportion of racial/ethnic minority school-age children signals a growing economic and social responsibility to assure not only the educational success of minority (and other historically undeserved and underprepared) students, but also to assure that the number of minority entrants to the workforce increase substantially. Failure to provide careful attention to the success of minority students will jeopardize the future of our society (10).

Peter Drucker very cogently wrote, "The biggest infrastructure challenge for this country in the next decade is not the billions needed for railroads, highways and energy. It is the American School System, from kindergarten through the Ph.D. program and the post-graduate education of adults. And it

requires something far scarcer than money--thinking and risk-taking" (Wall Street Journal 23).

It is imperative that all of our communities need to consolidate the available resources toward issues of common concern. Among those issues are factors related to "at-risk youth." The community needs to take immediate action to resolve the problems of lack of success of students enrolled in school, substance abuse, teen pregnancy, crime and delinquency, unemployment, and the many other companion problems encountered by the "at-risk student." The thesis of this paper is that institutions of higher education have heavy responsibility to help resolve these problems.

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APPENDIX

STUDENT APPLICATION

Name_____Age___F__M__Grade_____

Address_____State_____Zip_____

(Parent or Guardian's Name and Address and Phone #)

_____

School_____Principal_____

Guidance counselor and favorite teachers:

_____ _____

Your 2 favorite subjects and grade earned:

1._____ 2._____

Two less favored or difficult subjects and grade earned:

1._____ 2._____

1. List your responsibilities at home.

_____ _____ _____

_____ _____ _____

2. Your school involvements: ✓check if active O if an officer

___Choir-chorus	___School paper/yearbook	___Other_____
___Band-orchestra	___Student council	_____
___Football	___Basketball	_____

3. Community involvements (training for service)

Urban League	___	Boys Club	___	Other_____
YWCA/YMCA	___	Catholic/Jewish Center	___	_____
Boy Scouts/Girl Scouts	___	Salvation Army	___	_____

4. Private lessons you have taken

___	Piano	___	Ballet	___	Drill March	___	Other_____
___	Guitar	___	Baton-Twirl	___	Karate		_____

5. What can you do as well or better than others your age?_____

_____

_____

6. Your church membership or attendance_____

Pastor/Priest/Rabbi (Name)_____

Your church involvements: ✓check if active O if officer

___ choir	___ youth group	___ bible study
___ sunday school	___ usher	___ nursery aide

Write a paragraph, between 75 and 100 words on: "How I feel about coming to this Saturday School and what I think it will mean to me."

A SATURDAY SCHOOL FOR ACADEMIC EXCELLENCE, SELF-ESTEEM, MORAL CONSCIOUSNESS, CAREER PREPARATION, AND COMMITMENT IS NEEDED IN YOUR TOWN IF THERE ARE AREAS WHERE:

_____ A school's achievement scores average 2 to 3 grades below average

_____ Street corner loafers may be seen as exciting role models

_____ There are more unwed pregnancies than formal marriages

_____ Children are not active in a church or social agency

_____ Teenagers have easy access to drugs and alcohol

_____ Neighborhoods are dirty and neglected

_____ Graffiti decorates the buildings and institutions

_____ Most families do not attend church regularly

_____ Single-parent families outnumber two-parent families

_____ Juveniles get involved with the law

_____ A homicide or violent death occurs frequently

_____ The high school drop-out rate is high

_____ Employment is unstable, unskilled and low salaried

_____ More neighbors and families play the lottery than have bank accounts

_____ Social agencies and churches have few to no programs relevant to the unique needs of inner city poor and Black youth

_____ Children watch television or join gangs to relieve their boredom

_____ Young teenagers 14 to 16 have never worked part time as a newsboy, babysitter, have never shoveled snow or mowed a lawn for minimum wage or less

_____ Young people seldom have access to cultural gatherings

SURVEY A NEIGHBORHOOD & REJUVENATE IT THROUGH

A SATURDAY SCHOOL

VOLUNTEER INSTRUCTOR APPLICATION

NAME_____ Circle ( ) Mr. Ms. Miss Mrs. Dr.

ADDRESS_____CITY_____STATE_____ZIP_____

PHONE ( )_____ BUS. PHONE ( )_____

ARE YOU? Student_____ Teacher_____ Parent_____ Retiree_____

CURRENT OR MOST RECENT EMPLOYMENT:_____

REFERENCES: PHONE NUMBER

1._____

2._____

PAX is a ~~20 to 24~~ 25 week Saturday School for catechetical instruction and academics. It is structured to serve unchurched children from grades 1 through 8. The two semester program is from September to Thanksgiving and from February to May. A one-on-one tutorial session is for 6 weeks in December and January.

Check your 1st, 2nd, and 3rd teaching preferences and grade level.

Gen'l Math	_____	Grammar	_____	Latin I	_____
Algebra	_____	Speech	_____	French *	_____
Geometry	_____	Writing	_____	Spanish *	_____
Computers *	_____	Debate *	_____	Swahili *	_____
Science	_____	Chemistry	_____	Philosophy	_____
Robotics	_____	Physics	_____	Theology	_____
Psychological Testing	_____	Self-Awareness	_____	Counseling	_____
Spelling Bee	_____	Multi-Ethnic	_____	Drama *	_____
Afro-Am. History	_____	Cultures	_____	Tutoring	_____
Catechism	_____	Theology	_____	Morality/Ethics	_____

* May be offered by extending PAX School day another hour or so. Such classes may also be included as an evening activity.

(7th and 8th Grade only)

Six week - Evening Cultural Offerings 6:00 - 7:30 p.m.

Drama	____	Pantomime	____	Chorus	____	Art	____
Shakespeare	____	Dance	____	Piano	____	Tennis	____
Mime	____	Calisthentics	____	Guitar	____	Golf	____

The evening cultural sessions involve 8 to 12 classes of 1 to 1 1/2 hours each.

HOME STUDY - HOME CHORES

It is highly recommended that each PAX student budget at least one and one half (1 1/2) hours for study and 1/2 to one hour (1) for home and personal chores daily.

CHORES

Make bed (immediately upon awakening)
Set table - 1 week at a time
Wash dishes - 1 week at a time
Hang up clothes - daily
Carry out trash - weekly
Clean tub and bowl after use
Sweep porch - weekly
Mow lawn - every two weeks
Run sweeper - weekly
Clean garage - once a month
Wash family car - once a month

Duties in the home teach responsibility and consideration for others.

The more orderly one keeps her/his room, the bathroom and kitchen, the more orderly the home in general.*

Most children arrive home from school by 3:30 p.m. Assuming that dinner is at 6:00 p.m., there are 2 1/2 hrs. for chores, social agency activities and study before dinner. No less than one hour of study should occur after dinner.

Remember the education process from grades one through twelve is an important A-1 task for every parent. Those twelve years prepare a child for further advanced education and for a life of service.

A social agency such as YWCA, YMCA, Urban League, Catholic Community League, Jewish Community League, Salvation Army (all United Fund Agencies) should service your child at various stages of his/her growing up. Each agency provides a variety of cultural and recreational programs. *Ask PAX director or counselor for assistance.*

Perhaps no more than two days a week from 4:00 to 5:30 p.m. should be scheduled.

Boy Scouts, girl scouts and music lessions should be a part of EVERY childs' experience for a minimum of two to three years.

* Volunteer and "hire for pay" jobs should begin at age 14 or grade 8. No child should be paid for household tasks and duties. An allowance may be given a child and such allowance may be reduced if household tasks are neglected or poorly done.

PAX EVALUATION

(Please check the appropriate space)

1. How long has your child attended the PAX School?

_____This year only
_____Last year and this year
_____Since the beginning
_____5 weeks or less

2. Has attendance at the PAX School made a difference in:

	yes	no
Child's school grades	_____	_____
Child's study habits	_____	_____
Child's attitude toward school	_____	_____

3. Have you shared with your child's school teacher about his/her enrollment in PAX?

_____yes _____no

4. If your child studies at home, what time is the study period?

_____ 3:00 PM - 4:00 PM (right after school)
_____ Before dinner (5-6PM)
_____ Between 7-9 PM

5. What time does your child watch television? _____

What television programs does he/she perfer? _____

_____

6. Are you encouraging your child to read at least one book a month?

_____yes _____no

If yes, do you know what they are reading? _____

If no, does your child have a reading problem? ____yes ____no

7. Does your child use the Public Library? ____yes ____no

8. Does your child complain about not liking school? ____yes ____no

If no, what does he/she complain about? _____

_____

STRIVE

Study **T**hink **R**ead **I**nvestigate **V**olunteer **E**xcel

Volunteer Instructor Application

Circle

NAME _____ Mr. Ms. Miss Mrs. Dr.

ADDRESS _____ CITY _____ STATE _____ ZIP _____

PHONE ( )_____ BUS. PHONE ( )_____

ARE YOU?... Student ____ Teacher ____ Parent ____ Retiree ____

CURRENT OR MOST RECENT EMPLOYMENT: _____

REFERENCES: Phone Number

1. _____ _____

2. _____ _____

STRIVE is a 2 year consecutive summer instructional program geared to 7th, 8th and 9th grade junior high students. It operates from mid-June through July to mid-August.

STRIVE I, first year is a 6 week school at Stark Technical College.
STRIVE II, second year is a 3 week dormitory setting at Walsh College.

Check your 1st, 2nd, and 3rd teaching preferences.

Gen'l Math I _____
Algebra I _____
Geometry II _____
Computers * _____

Grammer I _____
Speech I _____
Writing I & II _____
Debate * _____

Latin II _____
French * _____
Spanish * _____
Swahili * _____

Science I _____
Robotics I _____
Psychological Testing I & II _____

Chemistry II _____
Physics I & II _____
Self-Awareness I & II _____

Philosophy II _____
Theology II _____
Counseling I & II _____

Afro-Am. History I & II _____

Multi-Ethnic Cultures I & II _____

Tutoring I & II _____

Academic instructors for year 1 are to plan a 1½ hour teaching unit followed by a 1 hour supervised study session. (maximum 3 days)
Academic instructors for year 2 are to plan a 3 hour teaching unit for a maximum of 3 to 6 days.

Evening Cultural Offerings STRIVE II

Drama _____
Shakespeare _____
Mime _____

Pantomime _____
Dance _____
Calisthentics _____

Chorus _____
Piano _____
Guitar _____

Art _____
Tennis _____
Golf _____

The evening cultural sessions involve 8 to 12 classes of 1 to 1½ hours each.
*May be offered by extending the STRIVE I school day another hour or so. Such classes may also be included as an evening activity in STRIVE II program.

STRIVE 1987
STARK TECHNICAL COLLEGE

S M T W TH F S 30 to 45 new students

classes 3 days a week 8:30 - 1:30

	weeks													
J		8	9	10	← Registration and Testing									
U	1	15	16	17		19								
N	2	22	23	24	25									
E	3	29	30	1										
J	4	6	7	8	9									
U	5	13	14	15		17								
L	6	20	21	22										
Y				V	A	C	A	T	I	O	N		30	31	1
									2	3	4	5	6	7	8
									9	10	11	12	13	14	15
									16	17	18	19	20		

Tours

Aug

Sun. Aug. 2 — Jr. Football Hall of Fame Parade

Thurs. Aug 6 U.S. Air Force Band Concert & Fire Works (Dinner out 6:00 - 10:30 P.M)

Sat. Aug 8 Grand Parade 6:30 A.M.

WALSH COLLEGE CAMPUS

S M T W TH F S

Twelve 2nd year students

The STRIVE #1 six week summer program is open to any Junior High Student with a 2.0 "C" grade average. Grades of "B" and "A" result because of a command of the BASICS and serious STUDYING.

The PAX Saturday School, (Project Academic Excellence) was designed to bring the 4th, 5th & 6th grade students up to grade level achievement. STRIVE 1 is the next step forward.

Only those 1st year STRIVE students with a perfect 6 week attendance and a grade point average of 2.8 and ABOVE will be eligible for the 3 week, STRIVE #2 college dormitory program the following summer

"STRIVE I" CLASS SCHEDULE

The Canton Transit, #5 Cleveland-Belden, bus leaves downtown Canton Zone "C" at 7:40 a.m. It arrives at STC at 8:14 a.m. (Fare 25 cents each way). The return bus leaves at 1:49 p.m. arriving in downtown Canton at 2:10 p.m.

(Eat a good breakfast before leaving home)

MON., TUES., & WEDS. CLASSES	THURS., OR FRI. TOURS
8:15 - 8:30 A.M. Registration-Pick up materials Go to assigned classroom	Four full day tours
8:30 - 10:00 First class period (Class Attendance Report)	Board Chartered Bus at STC 8:20 - 8:30 (Must have parent permission slip)
10:05-10:20 Lavatory Break	
10:25-11:30 Supervised Study (Written assignments)	Students bring a picnic lunch on tours
11:35 - 12:15 - LUNCH* Students are asked NOT TO USE food vending machines	Sponsors provide milk, fruit, and soft drinks
12:20-1:30 General Assembly and Special activities	Students will be returned to STC prior to 5:15 p.m. and/or to Stark County District Library, 800 Market Ave., N., <u>After</u> 5:45 p.m. for parent pick up.**
1:35 - 1:40 Departure Bus Leaves school at 1:49 p.m.	

Maximum Enrollment - 60 students (3 units)
Maximum class capacity - 15 to 20 students

* A prepared lunch will be served by parents.
** Always carry at least 50 cents for telephone call or bus fare.

72 class hours		1st year (6 weeks)	10 Subject Areas
English Grammar	6 hrs vocabulary expansion–Verb forms. Corrections of slang and Black English–Paragraph writing –keep a daily log of current events. This unit requires at least 1/2 hr of home study daily!	General Math	9 hrs. speed review of tables: Fractions, Percentages, Measurement, Conversion and "Think" problems
How to Study	6 hrs. and (How to Take Tests) Seeing, reading, hearing, listening and doing are emphasized along with a PQRST formula for study.	Self Awareness and Afro-American History (3 hrs)	3 hrs. A psychological unit: Who Am I? Where Am I? How Did I Get Here? Where Am I Going? Text "The Greatest Miracles in the World" (Required Reading)
Oral Reading	6 hrs. Read aloud in class and select a book report, essay or poem for memorization in 2 weeks. Dunbar's Poems, Weldon Johnson "Round Dining Room Table" Required Reading (Speech–Posture)	Algebra	9 hrs. Intro to Algebra (1)Unknown numbers–symbols (2)Equations (3)Order of Operations (4)Positive & Negative Numbers/number line (5)Functions/Graphing (x y)
Physics	3 hrs. Learning that science is a special way of thinking about nature and the world we live in. A question and answer unit–some hands on experiments.	Robotics	6 hrs. An introduction to industrial robotics. Emphasis on definitions, classifications and application. Demonstrations and hands on experience for students.
Writing	3 hrs. A continuation of English Grammar. A written report of tours; a book report, an autobiography and creative writing	Afro-American History & Self Awareness (3 hrs)	3 hrs. a Kaleidoscopic review of 400 years of Black history beginning with slavery to the present. Ties in with Self Awareness and Oral Reading of Black literature and poetry.
12:30–1:30	18 hours of early afternoon Study–Discussion Films and Role Model Panelists	Thurs or Fri. an 8 hr tour (4 during the 6 week session). Students must submit a two page report of the tour–its value.	

Strive Think Read Investigate Volunteer Excel

STARK TECHNICAL COLLEGE

&

ABCD

Congratulates

---

for participating in the ___ session of

STRIVE.

We commend you for the promise we see in you...We exhort you to become role models, leaders and achievers of the highest magnitude.

You are Somebody ! Thank God, your creator; and be grateful for parents, teachers, relatives and friends whose influence you have experienced.

Dr. Norma Marcere - Founder of STRIVE

Mr. Will Dant, Executive Director - ABCD

Dr. John J. McGrath, President - Stark Technical College

BUDGET

EXPENDITURES:	1988-89	89-90	90-91
Personnel:			
Director	$22,000	22,000	22,000
Secretary	12,000	12,000	12,000
Teacher Honorarium	6,500	9,000	9,000
Fringe Benefits	5,100	6,500	6,500
Office Expenses:			
Space Rental	2,160	2,400	2,400
Telephone	600	600	600
Accountant	2,000	2,000	2,000
Supplies	600	500	500
Program Expenses:			
Instructional Supplies	2,000	1,000	1,000
Field Trips	5,000	4,000	4,000
School Space	1,200 (Urban League)	4,500 (School)	4,500 (School)
TOTAL	$59,160.	$64,500	$64,500
Revenue:			
Foundation support	$47,800	47,800	47,800
In-kind contributions	5,360	5,500	5,500
Fund Raising	6,000	11,200	11,300

In-kind services

Stark Technical College-Accounting Services	1900
Canton Urban League-telephone, extension, general clerical services	1900
Stark County District Library-copying and printing services	1900

Nancy B. Johnston, Director

February 1, 1988

To Whom It May Concern:

I am pleased to write this letter of support for the PAX program. I believe that our Canton program is an excellent one, and certainly the continuance of such a program is beneficial to our student library patrons.

I am encouraged to see the positive response of PAX students as they become aware of our library resources. When PAX students finish their introduction to our library system, librarians note an increased usage of our materials especially in the area of black culture and biographies. Our library Board of Trustees hopes to see continued cooperation between The Project for Academic Excellence program and our library. We all share in the benefits of such cooperation.

Sincerely,

Nan Johnston

Nan B. Johnston
Director

715 Market Avenue North Canton, Ohio 44702—1080 (216) 452-0665

CANTON CITY SCHOOLS

BEZALEEL WELLS
CANTON CITY SCHOOLS ADMINISTRATIVE CENTER
617 McKinley Ave., S.W. ▪ Canton, Ohio 44707-4798

February 8, 1988

Mrs. Sydney Lancaster, Education Director
Canton Urban League
1400 Sherrick Road, S. E.
Canton, Ohio 44707

Dear Mrs. Lancaster:

I support the philosophy and goals of the PAX Program and commend those involved for this worthwhile endeavor.

Several members of the Canton City Schools' staff have been volunteers over a period of time. When people who work in or for the schools everyday, volunteer and work with students the sixth day of the week, that is indicative of their view of the importance of the program.

The Project for Academic Excellence has had the cooperation of Canton City Schools in the past and we continue to support your efforts of assisting young people to improve their academic achievement through your small group and tutorial assistance.

Sincerely,

David A. Kaiser

Mr. David A. Kaiser
Superintendent

DAK/vm

"An Equal Opportunity Employer"

CANTON URBAN LEAGUE, INC.
COMMUNITY CENTER

1400 Sherrick Road, S.E., Canton, Ohio 44707-3533 (216) 456-3479

JOSEPH N. SMITH
Executive Director

January 5, 1988

Stark County Foundation
220 Market Ave. South
11th Floor
Canton, Ohio 44702-2181

To Whom It May Concern:

The Canton Urban League has been a part of the PAX Program (Project For Academic Excellence) since its inception. We feel now as we did then that this program is a vital part of our community, providing our children that extra support system to ensure their success.

The PAX Program provides encouragement, information and training to students to provide them with the skills and knowledge necessary to achieve success in school. The dedication of the volunteers who make this program work is to be commended.

The Canton Urban League will continue to aid and support the PAX Program which proves that by working together we can make a difference.

Sincerely,

Joseph N. Smith, Executive Director
Canton Urban League